

22659VIC Diploma of Hydrothermal Wellness

Version 1

**This course has been accredited under Part 4.4 of the
*Education and Training Reform Act 2006.***

**Accredited for the period:
1 April 2024 to 30 March 2029**

| Version History: | | Date |
|------------------|-----------------------|----------------------|
| Version 1 | Initial accreditation | 1/4/2024 – 30/3/2029 |

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| Section A – Copyright and course classification information | |
|---|---|
| 1. Copyright owner of the course | <p>Copyright of this course is held by the Department of Jobs, Skills, Industry and Regions, Victoria.</p> <p>© State of Victoria (Department of Jobs, Skills, Industry and Regions) 2024</p> |
| 2. Address | <p>Deputy CEO Victorian Skills Authority Department of Jobs, Skills, Industry and Regions (DJSIR) GPO Box 4509 Melbourne Vic 3001</p> <p>Organisational Contact: Manager, Training and Learning Products Unit Engagement Branch Victorian Skills Authority Department of Jobs, Skills, Industry and Regions (DJSIR) Email: course.enquiry@djsir.vic.gov.au</p> <p>Day-to-day contact: Curriculum Maintenance Manager (CMM) Service Industries Victoria University PO Box 14428 Melbourne, VIC 8001 Telephone: 03 9919 8351 Email: sicmm@vu.edu.au</p> |
| 3. Type of submission | This submission is for accreditation. |
| 4. Copyright acknowledgement | <p>The following units of competency:</p> <ul style="list-style-type: none"> • BSBCMM511 Communicate with influence • BSBLDR414 Lead team effectiveness • BSBLDR523 Lead and manage effective workplace relationships • BSBPEF502 Develop and use emotional intelligence • BSBSUS511 Develop workplace policies and procedures for sustainability • BSBXCM501 Lead communication in the workplace <p>have been imported from the BSB Business Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • CHCDIV001 Work with diverse people <p>has been imported from the CHC Community Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • HLTAAP001 Recognise healthy body systems |



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| | <p>has been imported from the HLT Health Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • SHBXCCS005 Maintain health and wellbeing in a personal services setting <p>has been imported from the SHB Hairdressing and Beauty Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • SIRXSLS001 Sell to the retail customer <p>has been imported from the SIR Retail Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • SISXPLD007 Schedule sport, fitness, aquatic and recreation activities <p>has been imported from the SIS Sport, Fitness and Recreation Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • SITXCCS015 Enhance customer service experiences • SITXCCS016 Develop and manage quality customer service practices • SITXHRM007 Coach others in job skills • SITXHRM009 Lead and manage people • SITXHRM010 Recruit, select and induct staff • SITXMGT004 Monitor work operations • SITXWHS007 Implement and monitor work health and safety practices <p>have been imported from the SIT Tourism, Travel and Hospitality Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia</p> |
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| 6. Course accrediting body | Victorian Registration and Qualifications Authority |
| 7. AVETMISS information | <p>ANZSCO code – 6 digit Australian and New Zealand Standard Classification of Occupations</p> <ul style="list-style-type: none"> • 451511 Natural Remedy Consultant <p>ASCED Code – 4 digit Field of Education</p> <ul style="list-style-type: none"> • 0619 Complementary Therapies <p>National course code</p> <ul style="list-style-type: none"> • 22659VIC |
| 8. Period of accreditation | 1 April 2024 to 30 March 2029 |



| Section B – Course information | |
|--|---|
| 1. Nomenclature | Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses |
| 1.1 Name of the qualification | 22659VIC Diploma of Hydrothermal Wellness |
| 1.2 Nominal duration of the course | 900 – 980 nominal hours |
| 2. Vocational or educational outcomes | Standard 5.1 AQTF 2021 Standards for Accredited Courses |
| 2.1 Outcome(s) of the course | <p>The Diploma of Hydrothermal Wellness provides individuals with the skills and knowledge necessary to fulfil the job role of Lead Wellness Host. Lead Wellness Hosts facilitate wellness programs and experiences while leading and supervising a wellness team to provide, safe, and innovative guest wellness experiences. They coordinate the wellness program delivery and liaise with internal and external stakeholders and contractors to provide guests with a broad range of wellness experiences.</p> <p>The Lead Wellness Host is responsible for developing and overseeing guest experiences across the thermal/mineral springs environment in accordance with organisational standards policies, and procedures. A Lead Wellness Host has the skills and knowledge to coordinate the work of a team in providing a range of wellness experiences. This includes the skills and knowledge of a Wellness Host: understanding of body systems, provision of a range of wellness experiences including knowledge of bathing practices, benefits of hot/cold immersion, essential OHS and hygiene protocols in a thermal/mineral springs environment plus team leadership and coordination.</p> |
| 2.2 Course description | <p>The Diploma of Hydrothermal Wellness aims to provide the skills and knowledge required for the role of a Lead Wellness Host in a thermal/mineral springs environment.</p> <p>The role curates personalised guest experiences and coordinates the provision of guest services. In a leadership role they guide staff in the provision of bathing and wellness experiences according to organisational standards policies, and procedures. The role includes evaluating guest experiences and staff feedback to improve guest services and the wellness program offered.</p> |



| 3. Development of the course | Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses |
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| <p>3.1 Industry, education, legislative, enterprise or community needs</p> | <p>The Victorian Government supports the growth and development of new and emerging thermal/mineral springs bathing and wellness facilities leading the expansion of the Victorian Tourism Wellness industry. As a tourist attraction, the facilities attract local, interstate and international visitors, stimulating economic development and providing local employment opportunities in regional areas.</p> <p>This qualification establishes a benchmark educational standard for a new vocational role as a Lead Wellness Host working in a thermal / mineral springs environment. The qualification provides nationally recognised accredited training to develop a skilled and qualified workforce in the Tourism wellness industry, establishing professional workforce standards and recognition of the thermal/mineral springs environment and wellness operations in the emerging Tourism Wellness industry.</p> <p>The target cohort for this qualification are candidates seeking direct entry and as a Lead Wellness Host in a thermal/mineral springs environment and wellness facility and current employees seeking to upskill and progress to a Lead Wellness Host role in their career from allied industry roles such as health and beauty therapists, yoga teachers or fitness instructors.</p> <p>This course has been developed as part of a project to boost economic growth in Victoria. Course development is funded by the Victorian Government Workforce Training Innovation Fund (WTIF) in collaboration with Peninsula Hot Springs and Chisholm Institute of TAFE. The aim of the WTIF project is to enhance workplace productivity and job opportunities in a priority industry.¹</p> <p>Additionally, the need for the course aligns with two other Victorian government strategies:</p> <ul style="list-style-type: none"> • an investment of \$633 million underpins the <u>Victorian Visitor Economy Recovery and Reform Plan (VERRP)</u>.² The VERRP is a whole-of-state tourism strategy to achieve \$35 billion in annual visitor expenditure, and support 300,000 jobs by June 2024 <ul style="list-style-type: none"> ○ professionally trained staff are integral to new and developing thermal/mineral springs businesses based in regional areas which service the visitor economy ○ education and training underpins local employment in the Tourism Wellness industry and provides career opportunities and long term employment. |

¹ <https://www.vic.gov.au/workforce-training-innovation-fund>

² <https://djsir.vic.gov.au/priorities-and-initiatives/visitor-economy-recovery-and-reform-plan> (accessed 14/07/2023)



- Tourism and Events: Experience Victoria 2033 is a strategic plan shaping the future of Victoria’s visitor economy over the next 10 years. The plan will strengthen Victoria’s tourism offerings by leveraging competitive advantages through five product priorities: First Peoples-led experiences, Wellness, Arts and Culture, Food and Drink and Nature.
Pillar two - Wellness
 - \$500,000 to support the Cape Woolamai Lodge and Hot Springs planning stage and the expansion of Peninsula Hot Springs
 - delivered improved infrastructure for Metung Hot Springs in South Gippsland
 - new initiatives to better connect wellness experiences with other product priority areas, for example, food, arts, sports and business events.
- Key personnel from established Victorian thermal/mineral springs businesses as represented on the course accreditation Steering Committee and the WTIF project governance group have supported the development of this course reflecting a strategic approach to grow a skilled workforce to meet current and future workforce demands of the expanding wellness industry. A pool of 25 – 30 current employees will participate in the pilot program as part of the WTIF project.
- Demand for course enrolments is likely to grow steadily with existing demand for upskilling a larger pool of existing workers. Broader public program offerings are being considered from 2025 to attract new entrants to the workforce to meet industry demand and support career development as new facilities open:
- the capacity of thermal/mineral springs bathing businesses in Victoria continues to increase: 1,270,000 visitors per annum (end 2022) reflects 600,000 at Peninsula Hot Springs, 350,000 at Alba Thermal Springs, 120,000 at Metung Hot Springs and 100,000 each at Deep Blue Hotel and Hot Springs and Hepburn Bath House and Spa
 - the staff levels at Victorian facilities are estimated to grow with future demand as new facilities open; current staff level is 830 (end 2022): Alba Thermal Springs 200, Metung Hot Springs 60, Hepburn Bath House and Spa 100, Deep Blue Hotel and Hot Springs 70, and Peninsula Hot Springs 400.
- In Victoria, considerable private and public investment underpins the development and growth of the Tourism Wellness industry. Established facilities and future developments form part of a vision for an iconic state-wide tourism route called the Great Victorian Bathing Trail.³ As

³ www.bathing.org (accessed 14/07/2023)



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| | <p>new and expanded facilities in regional Victoria become operational there will be an increased demand for qualified Lead Wellness Hosts and new local skilled workers:</p> <ul style="list-style-type: none"> • approximately \$140 million was invested to the end of 2022 in developing three new projects and upgrading existing facilities (Metung Hot Springs, Phillip Island Hot Springs, Alba Thermal Springs and Peninsula Hot Springs) • an additional \$400 million (approximate) is anticipated to be invested by the end of 2027, developing further thermal/mineral spring projects (Nunduk Spa Retreat, Gippsland Regional Aquatic Centre – Hot Springs extension, Peninsula Hot Springs – Accommodation Extension, Yarra Pools, Geelong Mineral Springs & Wellness Centre, Warrnambool Hot Springs, Portland Hot Springs, Port Campbell Hot Springs and 12 Apostles Hot Springs). <p>Established thermal/mineral springs businesses include Peninsula Hot Springs, Deep Blue Hotel and Hot Springs, Metung Hot Springs, Alba Thermal Springs and Spa, Aurora Bathhouse and Spa and Hepburn Bathhouse and Spa. New facilities include a range of bathhouses offering wellness experiences (Flow St8, Soak, City Cave, The Recovery Room, Be Well, Saint Haven, Sense of Self, The Bath House and Olympia). Investment in the Tourism Wellness industry positively correlates with tourism growth in regional Victoria.⁴ (Regional Victoria’s tourism results, June 2023: \$16.1 billion in total domestic spend in regional Victoria (including day trip and overnight), up 43% YoY, and \$57.1 million total domestic visitors to/within regional Victoria, up 34% YoY).</p> <p>The <u>Future Industry Demand Report</u> (2022) produced by Tourism Australia identified Hot Springs as the 5th most popular experience at a global level, and the ‘experience of interest’ to more than half of High Yield Travellers, Luxury Travellers, Working Holiday Makers, and travellers from several Asian markets and New Zealand.⁵</p> <p>The development of the 22659VIC Diploma of Hydrothermal Wellness was overseen by a Steering Committee (SC) comprised of industry representatives, subject matter experts and a VET qualified trainer and assessor.</p> <p>Course consultation and development involved extensive consultation with the SC, including:</p> <ul style="list-style-type: none"> • analysis of the skills and knowledge requirements of the job role |
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⁴ <https://tourism.vic.gov.au/research-and-insights/regional-research> (accessed 14/07/2023)

⁵ <https://www.tourism.australia.com/content/dam/digital/corporate/documents/future-of-demand/tourism-australia-future-of-demand-experience-fact-sheets-v2.pdf> (accessed 14/07/2023)



- attendance at SC meetings to review, discuss and confirm industry requirements of graduates, course content, course units and course structure
- additional out-of-session SC input via email, telephone consultation, and review/feedback on course content drafts
- review and consideration of existing training package units for inclusion in the core and elective bank.

Industry support for the final course content was confirmed through the endorsement and active participation of the SC.

An initial skills and knowledge profile for the work role of Lead Wellness Host was first developed by industry subject matter experts as part of the WTIF application. The skills and knowledge profile was then refined and validated by the Steering Committee that oversaw the development of this course.

Steering Committee Members

| <i>Name</i> | <i>Organisation</i> |
|----------------------------|---|
| Clive Dwyer (Chair) | Tourism Industry consultant Chief Executive of The Australian Hot & Mineral Springs Bathing Alliance (Bathing Australia) |
| Anita Cox | People & Culture Director - Peninsula Hot Springs |
| Charles Davidson | Founder, Group Chairman and Creative Director - Peninsula Hot Springs |
| Jodie Vogt | Co-owner – Phillip Island Hot Springs |
| Amanda Wilson | Wellness Director - Peninsula Hot Springs |
| Dr Marc Cohen MBBS, PhD | Professor of Complementary Medicine and Health Science at RMIT University (2002-2018) Director of The Extreme Wellness Institute |
| Matthew Graydon | Guest Experience and Operations Director - Peninsula Hot Springs |
| Karen Golden | Wellness and Tourism Executive General Manager - Belgravia Leisure |
| Lorraine Castle | Trainer/ Subject matter expert – Chisholm Institute |

In Attendance

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| Colleen Mandaliti | Writer: Director, TLC Education Design Pty Ltd. |
| Georgina Hamilton | WTIF Project Lead, Chisholm Institute |



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| | Paul Saunders | Accreditation Expert – (Mandatory) CMM General Manufacturing, Chisholm Institute |
| | Dr Philip Davey PhD (History) | Administrative Coordinator, CMM General Manufacturing, Chisholm Institute |
| 3.2 Review for re- accreditation | N/A | |
| 4. Course outcomes | Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses | |
| 4.1 Qualification level | <p>This qualification is consistent with the criteria and specifications of the Diploma as outlined in the Australian Qualification Framework (AQF) January 2013, as follows:</p> <p>Graduates of the Diploma of Hydrothermal Wellness will have the following skills and knowledge:</p> <p>Knowledge</p> <p>Graduates will have technical and theoretical knowledge of thermal/mineral springs environments including:</p> <ul style="list-style-type: none"> • global bathing practices and traditions • indigenous engagement with water in the local environment • fundamental water science specific to the local thermal/mineral springs environment • workplace wellness strategies • features, benefits, uses and risks of wellness experiences • legislation, industry standards and codes of practice relevant to a thermal/mineral springs environment • structure and functions of body systems • strategies that can support team cohesion, participation and performance • legislation relevant to managing effective workplace relationships. • processes of selection, recruitment and induction of staff. • leadership and management strategies to deploy and monitor staff and provide high standards of customer service. | |



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| | <ul style="list-style-type: none"> • safe work practices in a thermal/mineral springs environment. <p>Skills</p> <p>Graduates will have the cognitive and communication skills to analyse, and use information about thermal/mineral springs environments from a range of sources. They will be able to devise solutions to sometimes complex problems and will transmit information and skills to their staff team. In particular they will have the skills to:</p> <ul style="list-style-type: none"> • critically examine approaches to wellness in thermal/mineral springs environments to design, develop and facilitate customised wellness experiences and the wellness program • select, induct and schedule staff to facilitate a range of wellness experiences • lead, coach and monitor a team of staff to provide excellent customer service whilst maintain staff and guest safety • collaborate with and lead others to identify gaps in existing wellness program offerings and opportunities for broadening guest experiences. <p>Application of skills and knowledge</p> <p>Graduates will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility by:</p> <ul style="list-style-type: none"> • sourcing and critically analysing relevant information with depth in some areas of specialisation in the thermal/mineral springs environment taking responsibility for own learning • adapting to different situations in a thermal/mineral springs environment • participating in professional collaboration • providing a broad range of customised wellness experiences to guests that maximise benefits, minimise risks and prevent harm. <p>The volume of learning for this qualification would typically be one year and incorporate supervised and unsupervised learning activities.</p> <p>This will involve 900 – 980 hours of structured tuition and assessment and up to 600 hours of independent learning, observations, research projects and assignments.</p> <p><i>Refer to Australian Qualifications Framework (2nd Edition, 2013)</i></p> <p>Unsupervised learning activities may include but are not limited to;</p> <ul style="list-style-type: none"> • experiencing a range of wellness experiences in thermal/mineral springs environments • observing colleagues in the provision of wellness experiences and communication of wellness principles • research into cultural context, environment, wellness activities and therapies at a range of alternate facilities. |
| <p>4.2 Foundation skills</p> | <p>Foundation skills applicable to the outcomes of this course are identified in the units of competency.</p> |



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| 4.3 Recognition given to the course (if applicable) | N/A |
| 4.4 Licensing/regulatory requirements (if applicable) | N/A |
| 5. Course rules | Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses |
| 5.1 Course structure | <p>To achieve the qualification 22659VIC Diploma of Hydrothermal Wellness, learners must successfully complete a total of 18 units comprising:</p> <ul style="list-style-type: none"> • 15 core units • 3 elective units. <p>Elective units may be selected from:</p> <ul style="list-style-type: none"> • the electives listed below <p>or</p> <ul style="list-style-type: none"> • any other accredited course or endorsed Training Package where the unit is first packaged at AQF level 5 or above in the source training product. Units chosen must support the job role, maintain the overall integrity of the AQF level of this course and should not duplicate the outcomes of the core units. <p>Where the full qualification is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.</p> |

| Unit of competency code | Unit of competency title | Field of Education code (six-digit) | Pre-requisite | Nominal hours |
|-------------------------|--|-------------------------------------|--|---------------|
| Core units | | | | |
| BSBLDR414 | Lead team effectiveness | | | 50 |
| BSBXCM501 | Lead communication in the workplace | | | 50 |
| HLTAAP001 | Recognise healthy body systems | | | 70 |
| SISXPLD007 | Schedule sport, fitness, aquatic and recreation activities | | | 50 |
| SITXCCS015 | Enhance customer service experiences | | | 40 |
| SITXHRM007 | Coach others in job skills | | | 20 |
| SITXHRM009 | Lead and manage people | | | 60 |
| SITXHRM010 | Recruit, select and induct staff | | | 60 |
| SITXMGT004 | Monitor work operations | | | 20 |
| SITXWHS007 | Implement and monitor work health and safety practices | | | 30 |
| VU23641 | Introduce guests to thermal/mineral springs environments | 061999 | | 30 |
| VU23642 | Lead and promote workplace wellness culture | 080305 | | 50 |
| VU23643 | Plan and prepare to facilitate wellness experiences in a thermal/mineral springs environment | 061999 | HLTAAP001 Recognise healthy body systems | 120 |
| VU23644 | Lead and evaluate guest wellness experiences | 061999 | VU23643 Plan and prepare to facilitate wellness experiences in a thermal/mineral springs environment | 100 |



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| | | | HLTAAP001 Recognise healthy body systems | |
| VU23645 | Evaluate and propose improvements to wellness program and experiences | 061999 | | 60 |
| Elective units | | | | |
| BSBCMM511 | Communicate with influence | | | 60 |
| BSBLDR523 | Lead and manage effective workplace relationships | | | 50 |
| BSBPEF502 | Develop and use emotional intelligence | | | 60 |
| BSBSUS511 | Develop workplace policies and procedures for sustainability | | | 50 |
| CHCDIV001 | Work with diverse people | | | 40 |
| SHBXCCS005 | Maintain health and wellbeing in a personal services setting | | | 40 |
| SIRXSLS001 | Sell to the retail customer | | | 20 |
| SITXCCS016 | Develop and manage quality customer service practices | | | 30 |
| Total nominal hours | | | | 900–980 |

Standard 5.11 AQTF 2021 Standards for Accredited Courses

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| 5.2 Entry requirements | <p>There are no entry requirements for the 22659VIC Diploma of Hydrothermal Wellness.</p> <p>Learners enrolling in the 22659VIC Diploma of Hydrothermal Wellness are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 3 of the Australian Core Skills Framework (ACSF). ACSF details are available here.</p> <p>Learners with language, literacy and numeracy skills at lower levels than those suggested may require additional support to successfully undertake the qualification.</p> |
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| 6. Assessment | Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses |
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| <p>6.1 Assessment strategy</p> | <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs) <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Assessment strategies for the course should:</p> <ul style="list-style-type: none"> • address the skills and knowledge which underpin performance • gather sufficient evidence to judge achievement of progress towards determining competence • utilise a variety of different processes/sources, such as written, oral and observation to assess knowledge and performance • recognise achievement of elements/competencies regardless of where the enabling learning took place • be flexible in regard to the range and type of evidence provided by the learner • provide the opportunity for the learner to challenge assessment provisions and participate in reassessment • be equitable and fair to all learners • not unnecessarily restrict the progress of a learner through the course • comprise a clear statement of both the criteria and assessment process • use assessment tools to suit the needs of learners. <p>A variety of assessment methods and evidence gathering techniques may be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the learner.</p> <p>Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance.</p> <p>Assessment methods and tools may include:</p> <ul style="list-style-type: none"> • observation of the learner's performance • observation of oral presentations • review of written reports • oral or written questioning to assess knowledge which underpins performance. |

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| | <p>Assessment of units of competency from accredited courses and nationally endorsed training packages must comply with the assessment requirements detailed in the source training product.</p> |
| <p>6.2 Assessor competencies</p> | <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs) <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Units of competency imported from training packages or accredited courses must reflect the requirements for assessors specified in that training package or accredited course.</p> |
| <p>7. Delivery</p> | <p>Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses</p> |
| <p>7.1 Delivery modes</p> | <p>The course may be delivered on either a full-time or part-time basis with delivery in a variety of modes including via:</p> <ul style="list-style-type: none"> face to face classroom workplace or simulated environment blended or flexible delivery <p>There is no mandatory workplace delivery; however it is recommended that workplace scenarios and real or simulated workplace environments are used in delivery where possible to provide experiential and authentic learning experiences.</p> <p>A holistic approach to delivery is encouraged. This may be achieved by combining the delivery of more than one unit to provide authentic work practices.</p> <p>Trainers must tailor their delivery methods and activities to meet the specific needs of their learners, while also ensuring that the requirements of the units of competency are met. It is recommended that training providers use additional educational support mechanisms that are appropriate for each individual learner for progression and successful completion of the course.</p> |
| <p>7.2 Resources</p> | <p>Participants must have access to:</p> <ul style="list-style-type: none"> a thermal/mineral springs workplace offering a range of wellness experiences or a simulated environment that reproduces work conditions in a commercial industry environment |



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| | <p>Mandated assessment resources apply to the units. Refer to the Assessment Conditions of the individual units.</p> <p>Trainer competence</p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs) <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Units of competency imported from training packages or accredited courses must reflect the requirements for resources/trainers specified in that training package or accredited course.</p> |
| <p>8. Pathways and articulation</p> | <p>Standard 5.10 AQTF 2021 Standards for Accredited Courses</p> |
| | <p>There are no formal articulation arrangements for this course.</p> <p>Learners who complete units of competency are eligible for credit into other qualifications that contain those units, including:</p> <ul style="list-style-type: none"> SIT50122 Diploma of Travel and Tourism Management SIT50422 Diploma of Hospitality Management BSB50120 Diploma of Business BSB50420 Diploma of Leadership and Management BSB50320 Diploma of Human Resource Management SIS50122 Diploma of Sport, Aquatics and Recreation Management. |
| <p>9. Ongoing monitoring and evaluation</p> | <p>Standard 5.15 AQTF 2021 Standards for Accredited Courses</p> |
| | <p>The Curriculum Maintenance Management (CMM) – Service Industries has responsibility for the ongoing monitoring and maintenance of the qualification.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users and will consider at a minimum:</p> <ul style="list-style-type: none"> any changes required to meet emerging or developing needs changes to any units of competency from nationally endorsed training packages or accredited courses. |



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| | <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of any significant changes to the course/s resulting from course monitoring and evaluation processes.</p> |
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Section C – Units of competency

Following is the list of units of competency imported from training packages, which can be downloaded from the National VET Register [here](#):

- BSBCMM511 Communicate with influence
- BSBLDR414 Lead team effectiveness
- BSBLDR523 Lead and manage effective workplace relationships
- BSBPEF502 Develop and use emotional intelligence
- BSBSUS511 Develop workplace policies and procedures for sustainability
- BSBXCM501 Lead communication in the workplace
- CHCDIV001 Work with diverse people
- HLTAAP001 Recognise healthy body systems
- SHBXCCS005 Maintain health and wellbeing in a personal services setting
- SIRXSLS001 Sell to the retail customer
- SITXCCS015 Enhance customer service experiences
- SITXCCS016 Develop and manage quality customer service practices
- SITXHRM007 Coach others in job skills
- SITXHRM009 Lead and manage people
- SITXHRM010 Recruit, select and induct staff
- SITXMGT004 Monitor work operations
- SISXPLD007 Schedule sport, fitness, aquatic and recreation activities
- SITXWHS007 Implement and monitor work health and safety practices

Following is the list of units of competency that have been developed for this course, which comply with the current requirements from the Standards for Accredited Courses 2021 and which are listed in Section 5.1 of the course document, above:

- VU23641 Introduce guests to thermal/mineral springs environments
- VU23642 Lead and promote workplace wellness culture
- VU23643 Plan and prepare to facilitate wellness experiences in a thermal/mineral springs environment
- VU23644 Lead and evaluate guest wellness experiences
- VU23645 Evaluate and propose improvements to wellness program and experiences

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|---|---|---|---|
| Unit code | | VU23641 | |
| Unit title | | Introduce guests to thermal/mineral springs environments | |
| Application | | <p>This unit describes the performance outcomes, skills and knowledge required to provide guests with an introduction to the thermal/mineral springs environment.</p> <p>It requires the ability to provide guests with information and guidance on the features and benefits of thermal/mineral springs environment and the safety protocols to follow when using the facilities.</p> <p>The unit applies to people working with guests in a thermal/mineral springs environment.</p> <p><i>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</i></p> | |
| Pre-requisite Unit(s) | | N/A | |
| Element | | Performance Criteria | |
| Elements describe the essential outcomes of a unit of competency. | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements. | |
| 1 | Welcome guests to thermal/mineral springs environments | 1.1 | Greet guests and confirm booking information according to organisational procedures |
| | | 1.2 | Review guest information and clarify where required |
| | | 1.3 | Present information on thermal/mineral springs environments and facilities including standards of guest etiquette and behaviour |
| | | 1.4 | Respond to guest inquiries relating to thermal/mineral springs facilities according to organisational procedures |
| 2 | Explain safe use of thermal/mineral springs environments | 2.1 | Confirm guest understanding of safe hygiene practices to follow prior to using facilities |
| | | 2.2 | Provide information to guests on importance of hydration before, during and after use of facilities |
| | | 2.3 | Clarify contraindications and confirm guest understanding of health and safety requirements for use of facilities |
| 3 | Provide information on thermal/mineral springs environments | 3.1 | Provide information about the history of local and global bathing practices and traditions and respond to requests for more information |
| | | 3.2 | Describe the unique environmental context of the thermal/mineral springs to guests |
| | | 3.3 | Describe the sustainability considerations and practices in the thermal/mineral springs facility |
| | | 3.4 | Describe composition and mineral properties of hydrothermal and mineral spring water to guests |

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| | | 3.5 | Provide guests with information on the practical uses and health benefits of hydrothermal and mineral spring water bathing |
| | | 3.6 | Provide guests with information to promote the benefits of regular hydrothermal and mineral spring water bathing |

Range of Conditions

N/A

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here.

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

| Skill | Description |
|-----------------------------|---|
| Reading skills to: | Interpret and follow organisational procedures. |
| Learning skills to: | Develop understanding of facilities and wellness experiences. |
| Digital literacy skills to: | Operate digital devices and software in the workplace to retrieve guest booking information and facility information. |

| Unit Mapping Information | Code and Title Current Version | Code and Title Previous Version | Comments |
|--------------------------|---|---------------------------------|------------------------------|
| | VU23641 Introduce guests to thermal/mineral springs environments | N/A | New unit, no equivalent unit |

Assessment Requirements Template

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|-----------------------------|---|
| Title | Assessment Requirements for VU23641 Introduce guests to thermal/mineral springs environments |
| Performance Evidence | <p>The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:</p> <ul style="list-style-type: none"> • Provide guest induction and information for safe and informed use of the thermal/mineral springs facilities according to organisational requirements on three separate occasions. |
| Knowledge Evidence | <p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • origins and history of bathing and its evolution to current thermal/mineral springs bathing experiences including: <ul style="list-style-type: none"> ○ global bathing practices and traditions ○ local bathing practices • fundamental water science specific to the local thermal/mineral springs environment • key features of the local thermal/mineral springs environment including sources of water at the facility • variations in qualities and properties of water including drinking water • esoteric properties of water • indigenous engagement with water in the local environment • sustainability considerations and practices in the thermal bathing environment including sanitation and treatment of water • benefits of thermal/mineral springs water use: <ul style="list-style-type: none"> ○ drinking and consumption ○ effects of temperature, time, humidity, mineral concentration, microbiology, ambience, essential oils, sanitation methods, posture and buoyancy. • health and safety considerations related to use of thermal/mineral springs facilities including: <ul style="list-style-type: none"> ○ basic contraindications associated with the use of thermal/mineral springs facilities ○ importance of hydration. • guest information: <ul style="list-style-type: none"> ○ guest code of conduct, etiquette and safety protocols ○ facility rules, services and water experiences ○ history, uses and benefits of thermal/mineral springs water bathing • organisational policies and procedures for staff related to guest booking and facility services |

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| | <ul style="list-style-type: none"> • legislation, industry standards and codes of practice relevant to client facing work in a thermal/mineral springs bathing and wellness facility . |
| <p>Assessment Conditions</p> | <p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working thermal/mineral springs facility.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> • actual or simulated guests • examples of guest booking information • examples of guest information about the facility, guest etiquette and behaviours, health and safety practices • organisational policies and procedures in relation to guest services • legislation, industry standards and codes of practice • digital devices and software to research information and complete guest services. <p>Assessor requirements</p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p> |

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| Unit code | | VU23642 | |
| Unit title | | Lead and promote workplace wellness culture | |
| Application | | <p>This unit describes the performance outcomes, skills and knowledge required to lead colleagues in promoting wellness and improving work practices and guest experiences.</p> <p>The unit requires the ability to identify wellness-enhancing strategies, lead team discussions to evaluate the workplace wellness strategy, and implement actions to improve the workplace culture and practices in a thermal/mineral springs environment.</p> <p>The unit applies to team leaders working in a thermal/mineral springs environment.</p> <p><i>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</i></p> | |
| Pre-requisite Unit(s) | | N/A | |
| Element | | Performance Criteria | |
| Elements describe the essential outcomes of a unit of competency. | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements. | |
| 1 | Identify and analyse strategies to enhance wellness | 1.1 | Confirm the basic principles of wellness in the context of a thermal/mineral springs environments |
| | | 1.2 | Identify dimensions of wellness applicable to thermal/mineral springs environments |
| | | 1.3 | Analyse strategies used for enhancing each dimension of wellness and their application in thermal/mineral springs environments |
| 2 | Lead team to evaluate and reflect on workplace wellness strategy | 2.1 | Review and analyse the goal, purpose, key features and benefits of workplace wellness strategy |
| | | 2.2 | Reflect on how the workplace wellness strategy applies to own work with guests |
| | | 2.3 | Lead team discussion to clarify understanding of workplace wellness strategy |
| | | 2.4 | Evaluate with team how the workplace wellness strategy guides staff and shapes guest experiences |
| | | 2.5 | Determine actions required to improve the application of the wellness strategy in the workplace in consultation with team |
| 3 | Promote and implement a wellness culture in the workplace | 3.1 | Promote workplace wellness strategy to colleagues through own practice and guidance |
| | | 3.2 | Implement actions in the workplace arising from the evaluation of the wellness strategy within own work and scope of job role |

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| | | 3.3 | Support others to explore wellness by sharing wellness strategies and benefits |
| 4 | Reflect and make improvements to own wellness practice | 4.1 | Monitor own ongoing wellness practice in accordance with organisational procedures |
| | | 4.2 | Reflect on impact of challenging situations in the workplace and the effect on own personal wellness |
| | | 4.3 | Make adjustments and improvements to own wellness practice to align to workplace wellness culture |

Range of Conditions

N/A

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here.

Foundation skills essential to performance and not explicit in the performance criteria must be assessed

| Skill | Description |
|-------------------------------|---|
| Writing skills to: | Document research outcomes and create presentation material |
| Oral communication skills to: | Effectively communicate information to colleagues |
| Learning skills to: | Use appropriate digital devices and software to support communication |
| Digital literacy skills to: | Access information and undertake research into wellness principles |
| Problem solving skills to: | Analyse information to determine operational improvements |

| Unit Mapping Information | | | |
|--------------------------|--|------------------------------------|-------------------------------|
| | Code and Title Current Version | Code and Title Previous Version | Comments |
| | VU23642 Lead and promote workplace wellness culture | N/A | New unit, no equivalent unit. |

Assessment Requirements Template

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| Title | Assessment Requirements for VU23642 Lead and promote workplace wellness culture |
| Performance Evidence | The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence |

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| | <p>of the ability to:</p> <ul style="list-style-type: none"> • lead a team evaluation of the current workplace wellness strategy |
| <ul style="list-style-type: none"> • Knowledge Evidence | <p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • principles and dimensions of wellness in the context of thermal/mineral springs environment • principles of a workplace wellness program • development and enhancement process • strategies to enhance wellness outcomes • staff and workplace gains • components of a workplace wellness strategy: • organisational policies and procedures • organisational goals, values and actions • scope of work in job roles • workplace incentives or recognition program • measures of improvement in workplace culture • techniques to promote team work, collaboration and effective communication in the workplace • presentation techniques to disseminate information and lead group discussions • strategies to promote self-reflection |
| <p>Assessment Conditions</p> | <p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working thermal/mineral springs facility.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> • a workplace wellness strategy • team members and colleagues • organisational policies and procedures <p>Assessor requirements</p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p> |

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| Unit code | VU23643 |
| Unit title | Plan and prepare to facilitate wellness experiences in a thermal/mineral springs environment |
| Application | <p>This unit describes the performance outcomes, skills and knowledge to plan and prepare to facilitate wellness experiences in a safe and effective manner prior to working with guests in a facility.</p> <p>It requires the ability to plan wellness experiences to address guest goals and safely facilitate the wellness experiences and activities that can induce thermal stress, reduce stress and enhance recovery and relaxation in the context of a thermal/mineral springs environment.</p> <p>The unit applies to people working with guests in a thermal/mineral springs environment.</p> <p><i>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</i></p> |
| Pre-requisite Unit | HLTAAP001 Recognise healthy body systems |

| Element | | Performance Criteria | |
|---|--|--|--|
| Elements describe the essential outcomes of a unit of competency. | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements. | |
| 1 | Examine the suitability of wellness experiences for guests | 1.1 | Determine key features and benefits of wellness experiences |
| | | 1.2 | Identify contraindications for participation in wellness experiences |
| | | 1.3 | Review guest booking information to identify relevant health related conditions that may impact on the selection of wellness experiences |
| | | 1.4 | Evaluate suitability of wellness experiences for different guests in accordance with organisational procedures |
| 2 | Plan wellness experiences to support guest goals | 2.1 | Review guest information to identify guest goals for wellness experiences |
| | | 2.2 | Assess available wellness experiences to determine suitability to meet guest goals with consideration of potential benefits, risks and contraindications |
| | | 2.3 | Select appropriate wellness experiences for delivery within scope of own job role and in line with organisational policies and procedures |
| | | 2.4 | Identify resources required to conduct wellness experiences |

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| 3 | Identify skills required to guide wellness experiences in a safe and effective manner | 3.1 | Familiarise self with organisational policies and procedures relevant to identified wellness experiences |
| | | 3.2 | Clarify skills required for the safe and effective guidance of the wellness experiences in accordance with relevant organisational procedures |
| | | 3.3 | Identify own skill and knowledge gaps and development needs and seek support from colleagues to develop required skills |
| | | 3.4 | Observe and participate in wellness experiences to inform own practice and skills development |
| 4 | Guide wellness experiences | 4.1 | Prepare resources and space required to guide wellness experiences in line with organisational procedures |
| | | 4.2 | Guide wellness experiences safely in accordance with organisational procedures' |
| | | 4.3 | Seek feedback from others on performance and identify areas for improvement |
| | | 4.4 | Incorporate improvements into own practice and confirm readiness to guide guests through wellness experiences |

Range of Conditions

N/A

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here.

| Skill | Description |
|-----------------------------|---|
| Writing skills to: | Document program plans. |
| Digital literacy skills to: | Use appropriate digital devices and software to support development of program plans. |

| Unit Mapping Information | Code and Title Current Version | Code and Title Previous Version | Comments |
|--------------------------|---|------------------------------------|-------------------------------|
| | VU23643 Plan and prepare to facilitate wellness experiences in a thermal/mineral springs environment | N/A | New unit, no equivalent unit. |

Assessment Requirements Template

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| Title | Assessment Requirements for VU23643 Plan and prepare to facilitate wellness experiences in a thermal/mineral springs environment |
| Performance Evidence | The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to: <ul style="list-style-type: none"> • identify guest goals and plan suitable guest experiences on four occasions • safely guide four wellness experiences one of which must be a hot and cold contrast experience. |
| Knowledge Evidence | The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of: <ul style="list-style-type: none"> • organisational policies and procedures related to provision of wellness experiences • legislation, industry standards and codes of practice relevant to thermal/mineral springs environment • features, benefits and uses of wellness experiences available in thermal/mineral springs environments to safely induce thermal stress, reduce stress, enhance recovery and relaxation including: <ul style="list-style-type: none"> ○ thermal/mineral springs water experiences ○ hot and cold contrast experiences ○ mud and clay experiences ○ wellness workshops including: <ul style="list-style-type: none"> - pillars of wellness - sleep - nutrition - exercise - relaxation - social connection ○ mindfulness and meditation ○ breathwork practices ○ steam experiences including Hammam ritual ○ aquatic activities ○ ingesting waters and herbal teas |

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| | <ul style="list-style-type: none"> ○ essential oils and mists ○ forest bathing and nature immersion ● methods used for skill development in workplace including: <ul style="list-style-type: none"> ○ reflective practice ○ participating in observing colleagues ○ sessions delivered by experienced colleagues ○ one-on-one instruction ● techniques for guiding wellness experiences relevant to a thermal /mineral springs environment ● resources required to provide wellness experiences including information, space, equipment and time ● health and safety considerations related to guest participation in wellness experiences including: <ul style="list-style-type: none"> ○ importance of hydration ○ potential adverse responses ○ risk minimisation ● relative and absolute contraindications specific to wellness experiences and individual guests: <ul style="list-style-type: none"> ○ allergies ○ epilepsy ○ heart condition ○ pregnancy or breastfeeding ○ undergoing cancer treatment ○ contagious disease or skin conditions ○ high or low blood pressure ○ issues with circulation ○ recent injuries or illnesses ○ Post-Traumatic Stress Disorder (PTSD) ○ claustrophobia ○ heat intolerance ○ medications. |
| <p>Assessment Conditions</p> | <p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working thermal/mineral springs facility.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> ● simulated guests ● guest information with health conditions and goals or examples ● organisational policies and procedures ● thermal/mineral springs environment to demonstrate wellness experiences ● digital devices and access to internet to facilitate research. <p>Assessor requirements</p> |

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| | No specialist vocational competency requirements for assessors apply to this unit. |
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| Unit code | VU23644 |
| Unit title | Lead and evaluate guest wellness experiences |
| Application | <p>This unit describes the performance outcomes, skills and knowledge required to lead the planning, delivery and evaluation of guest wellness experiences in a thermal/mineral springs environment.</p> <p>It requires the ability to develop and implement plans for specific groups of guests, facilitate the wellness experiences for guests, and evaluate guest experiences.</p> <p>The unit applies to people working with guests in a thermal/mineral springs environment.</p> <p><i>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</i></p> |
| Pre-requisite Unit(s) | <p>VU23643 Plan and prepare to facilitate wellness experiences in a thermal/mineral springs environment</p> <p>HLTAAP001 Recognise healthy body systems</p> |

| Element | | Performance Criteria | |
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| Elements describe the essential outcomes of a unit of competency. | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements. | |
| 1 | Plan for guest wellness experiences | 1.1 | Review wellness experiences and activities available in the organisation's wellness program |
| | | 1.2 | Assess guest goals and select suitable existing wellness experiences |
| | | 1.3 | Collaborate with colleagues to design a customised wellness experience to meet specific guest goals in line with relevant organisational policies and procedures |
| | | 1.4 | Develop the customised wellness experience to include a series of integrated activities in consultation with colleagues |
| 2 | Deliver the customised wellness experience | 2.1 | Prepare space and resources for wellness experiences in line with organisational procedures |
| | | 2.2 | Greet guests and confirm readiness for wellness experience |
| | | 2.3 | Provide information on wellness experience features and benefits to guests and seek consent to proceed |
| | | 2.4 | Facilitate wellness experiences to provide a positive and safe experience for guests |

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| | | 2.5 | Monitor and assess guests throughout wellness experiences to check for potential risks, adverse reactions and maintain guest safety at all times |
| | | 2.6 | Escalate immediate concerns related to potential risks and adverse reactions and seek appropriate assistance |
| | | 2.7 | Finalise customised wellness experience and debrief guests where adverse reactions were observed |
| | | 2.8 | Provide post-experience advice and recommendations to encourage guests to integrate wellness activities into own ongoing wellness practice |
| 3 | Evaluate and report on the wellness experience | 3.1 | Seek feedback from guests on the customised wellness experience using organisational procedures |
| | | 3.2 | Collate and analyse feedback received to determine level of guest satisfaction |
| | | 3.3 | Collaborate with colleagues to identify improvements to design of the customised wellness experiences based on guest feedback |
| | | 3.4 | Reflect on facilitation of wellness experience and guest feedback to evaluate own performance |
| | | 3.5 | Report on outcomes of the customised wellness experience according to organisational procedures |

Range of Conditions

N/A

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here.

| Skill | Description |
|-------------------------------|---|
| Reading skills to: | Review organisational procedures related to delivery of wellness experiences. |
| Writing skills to: | Report on guest feedback. |
| Oral communication skills to: | Describe procedures and experiences to guests. |
| Learning skills to: | Work independently and initiate and use support from colleagues. |
| Digital literacy skills to: | Use appropriate digital devices and software for planning and evaluation. |

| Unit Mapping Information | Code and Title Current Version | Code and Title Previous Version | Comments |
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| | VU23644 Lead and evaluate guest wellness experiences | N/A | New unit, no equivalent unit. |
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| Assessment Requirements Template | |
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| Title | Assessment Requirements for VU23644 Lead and evaluate guest wellness experiences |
| Performance Evidence | <p>The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:</p> <ul style="list-style-type: none"> • plan, guide and evaluate a customised wellness experience for three separate groups of two or more people. <ul style="list-style-type: none"> ○ Each customised wellness experience must consist of at least three integrated wellness activities. ○ Of these nine demonstrated wellness activities at least one must be a hot and cold contrast experience. |
| Knowledge Evidence | <p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • organisational policies and procedures relevant to provision of wellness experiences • legislation, industry standards and codes of practice relevant to wellness experiences in a thermal/mineral springs environment • scope of job role and escalation procedures • health and safety considerations related to guest participation in wellness activities including: <ul style="list-style-type: none"> ○ hygiene practices and acceptable behaviours ○ importance of hydration at all times ○ potential adverse responses ○ risk minimisation. • cautions and potential risks specific to wellness experiences and common individual guests-related to conditions: <ul style="list-style-type: none"> ○ asthma ○ allergies ○ epilepsy ○ heart condition ○ pregnancy and breastfeeding ○ undergoing cancer treatment ○ contagious disease or skin conditions ○ high and low blood pressure ○ issues with circulation ○ recent injuries and illnesses ○ Post-Traumatic Stress Disorder (PTSD) ○ claustrophobia ○ heat intolerance ○ medications. |

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| | <ul style="list-style-type: none"> • experiences and activities in the wellness program and modifications that can be made to meet guest needs in a thermal/mineral springs environment • techniques for guiding guest wellness experiences available for use and for delivery within scope of job role: <ul style="list-style-type: none"> ○ thermal/mineral springs water experiences ○ hot and cold contrast experiences ○ mud and clay experiences ○ wellness workshops including: <ul style="list-style-type: none"> - pillars of wellness - sleep - nutrition - exercise - relaxation - social connection ○ mindfulness and meditation ○ breathwork practices ○ steam experiences including Hammam ritual ○ aquatic activities ○ ingesting waters and herbal teas ○ essential oils and mists ○ forest bathing and nature immersion • resources required for wellness experiences including spaces, materials, equipment and personnel • feedback, evaluation and reporting processes used in the organisation. |
| <p>Assessment Conditions</p> | <p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working thermal/mineral springs facility.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> • real people as guests • guest records • wellness program • customised wellness experience program template • appropriate facilities and equipment to demonstrate guided experiences and must include hot and cold experiences • relevant organisational, documents, policies and procedures. <p>Assessor requirements:</p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p> |

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|---|--|--|---|
| Unit code | | VU23645 | |
| Unit title | | Evaluate and propose improvements to wellness program and experiences | |
| Application | | <p>This unit describes the performance outcomes, skills and knowledge required to explore and evaluate information on various therapies, practices and wellness experiences and to propose improvements to wellness program.</p> <p>It requires the ability to understand the benefits of different types of therapies to support wellness, identify gaps and opportunities for improvement to an existing wellness program, and develop the proposed changes for the wellness program.</p> <p>The unit applies to people working with guests in a range of thermal/mineral springs environments.</p> <p><i>No specific occupational licensing, certification or legislative requirements apply to this unit at the time of publication.</i></p> | |
| Pre-requisite Unit(s) | | N/A | |
| Element | | Performance Criteria | |
| Elements describe the essential outcomes of a unit of competency. | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements. | |
| 1 | Explore water based therapies and complementary and alternative medicine practices | 1.1 | Explore different types of therapies available to guests in the thermal/mineral springs environments |
| | | 1.2 | Compare key features and benefits of balneotherapy and hydrotherapy |
| | | 1.3 | Identify key features and benefits of complementary and alternative medicine practices delivered by qualified professionals to support wellness |
| | | 1.4 | Explore the relationship between therapies and complementary and alternative medicine practices |
| 2 | Identify opportunities to improve wellness program | 2.1 | Review the organisation's existing wellness program and guest and staff feedback |
| | | 2.2 | Identify gaps and opportunities to improve on the existing range of experiences and activities within the context of the facility |
| | | 2.3 | Explore local environment's cultural context and seek input from local communities to integrate and support inclusive community building experiences within existing wellness program |

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| | | 2.4 | Investigate and identify wellness experiences offered in other environments that may be suitable for integration within the existing program |
| | | 2.5 | Identify features and benefits of identified wellness experiences |
| | | 2.6 | Evaluate identified wellness experiences to determine appropriateness for specific environment and guests |
| | | 2.7 | Identify potential modifications to existing wellness program to improve guest experiences |
| 3 | Propose improvements to existing wellness program | 3.1 | Identify resources required to successfully introduce new and modified wellness experiences to the wellness program |
| | | 3.2 | Prepare proposal for new wellness experiences including ideas for improvements to existing program |
| | | 3.3 | Seek feedback from work colleagues to enhance proposal |
| | | 3.4 | Finalise and present proposal according to organisational procedures for expanding and improving the existing wellness program |

Range of Conditions

N/A

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here.

| Skill | Description |
|-------------------------------|---|
| Reading skills to: | Interrogate and interpret academic research, organisational procedures and marketing documents. |
| Writing skills to: | Formally document research outcomes. |
| Oral communication skills to: | Present research outcomes. |
| Learning skills to: | Work independently to research and present information. |
| Digital literacy skills to: | Use digital devices and software to conduct research activities and report findings. |

Unit Mapping Information

| Code and Title Current Version | Code and Title Previous Version | Comments |
|-----------------------------------|------------------------------------|----------|
| | | |

VU23645 Evaluate and propose improvements to wellness program and experiences.

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| | VU23645 Evaluate and propose improvements to wellness program and experiences | N/A | New unit, no equivalent unit. |
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| Assessment Requirements Template | |
|---|---|
| Title | Assessment Requirements for VU23645 Evaluate and propose improvements to wellness program and experiences |
| Performance Evidence | <p>The learner must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:</p> <ul style="list-style-type: none"> • prepare and present research materials documenting: <ul style="list-style-type: none"> ○ recommendations for improvements to wellness program ○ investigation and comparison of therapies and wellness experiences ○ types of complementary and alternative medicine practices and therapies offered by qualified practitioners ○ the relationship between various therapies, practices and wellness experiences to support a holistic wellness approach. |
| Knowledge Evidence | <p>The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • organisational policies and procedures relevant to provision of wellness experiences • legislation, industry standards and codes of practice relevant to thermal/mineral springs environments • features of a wellness experience program in a thermal/mineral springs environment • wellness experiences available and suitable for integration in a thermal/mineral springs environment • benefits and uses of therapies delivered by qualified professionals including: <ul style="list-style-type: none"> ○ balneotherapy ○ hydrotherapy • types and purpose of complementary and alternative medicine practices and therapies delivered by qualified professionals within the context of a thermal/mineral springs environment • local cultural context including Indigenous communities, arts and culture • resources required for wellness experiences including spaces, materials and personnel. |
| Assessment Conditions | <p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working thermal/mineral springs facility.</p> <p>This includes access to:</p> |

- | | |
|--|--|
| | <ul style="list-style-type: none">• wellness program• colleagues and qualified therapists• organisational policies and procedures• digital devices and access to internet to facilitate research. |
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Assessor requirements

No specialist vocational competency requirements for assessors apply to this unit.